

GUIDELINES FOR REVIEWING A CORE READING PROGRAM RUBRIC

Imagine It! Grade 5

Final Review

Directions for use:

- Thoroughly review the core reading program using the corresponding rubric.
- Only evaluate the individual components that correlate with the grade level to review. (*Note the placement of the “x” within the grade level columns.*)
- Each indicator must receive a score using the following criteria:
 - 2 – Exceeds expectations
 - 1 – Meets expectations
 - 0 – Does not meet expectations(*For any indicator receiving a 0, comments must be provided justifying the score.*)
- Record the total score for each area in the final row for the section.



CENTER ON
INSTRUCTION

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| INSTRUCTIONAL DESIGN (ID) | K | 1 | 2 | 3 | 4 | 5 | 6 | Score | Comments (examples, strengths, concerns, questions) |
|---|----------|----------|----------|----------|----------|----------|----------|--------------|---|
| 1. Is there empirical research on this program's efficacy? | X | X | X | X | X | X | X | 1 | |
| 2. Are resources available to help the teacher understand the rationale for the instructional approach and program strategies (e.g., articles, explanations in the teacher manuals, references, and reliable websites)? | X | X | X | X | X | X | X | 1 | |
| 3. Does the comprehensive program address the five components of reading (phonological/phonemic awareness, phonics, fluency, vocabulary and comprehension)? | X | X | X | X | X | X | X | 1 | Strong in areas of fluency, vocabulary, and comprehension, but not a lot of phonics or phonemic awareness |
| 4. In addition to the five components of reading, are other dimensions of reading such as spelling, writing, oral language, and listening comprehension addressed? | X | X | X | X | X | X | X | 1 | |
| 5. Is there a scope and sequence? | X | X | X | X | X | X | X | 1 | |
| 6. Are goals and objectives clearly stated? | X | X | X | X | X | X | X | 1 | |
| 7. Are student materials aligned with instructional objective of the lesson? | X | X | X | X | X | X | X | 1 | Looking at lesson assessments and student practice, the student materials seem to match the objectives. |
| 8. Do instructional materials increase in difficulty as students' skills strengthen? | X | X | X | X | X | X | X | 1 | |
| 9. Are all lessons and activities (e.g., whole group, small group, and centers) reading-related? | X | X | X | X | X | X | X | 1 | The series clearly differentiates for small group or individuals and the centers/games are reading related. |
| 10. Is there a clear and logical organization to the lessons in: | | | | | | | | | |
| The order and procedures of each day's lesson? | X | X | X | X | X | X | X | 2 | The lessons are clearly organized by day. Routines are established and practiced |
| The inclusion of all necessary materials? | X | X | X | X | X | X | X | 1 | |
| The consistency of each day's lesson format? | X | X | X | X | X | X | X | 2 | This series is very consistent in format and easy to follow. |
| Addressing the components of reading every day? | X | X | X | X | X | X | X | 1 | Very good with vocab, fluency, and comprehension but poor with phonics. |
| 11. Is instruction consistently explicit? Is it concise, specific, and related to the objective? | X | X | X | X | X | X | X | 1 | |

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| 12. Are teacher directives highly details to ensure accurate 1implementation? | X | X | X | X | X | X | X | 1 | The directives are very clear. |
| 13. Does the lesson format facilitate frequent interactions between teacher and students? | X | X | X | X | X | X | X | 1 | |
| 14. Is instruction consistently systematic? Is there a prescribed order for introducing specific skills within each component of reading? | X | X | X | X | X | X | X | 1 | |
| 15. Are there coordinated instructional sequences and instructional routines which include: | | | | | | | | | |
| Modeling? | X | X | X | X | X | X | X | 2 | Models are parts of the daily lesson. |
| Guided practice with feedback? | X | X | X | X | X | X | X | 1 | |
| Student practice and application? | X | X | X | X | X | X | X | 1 | |
| Cumulative review? | X | X | X | X | X | X | X | 1 | |
| 16. Are there many guided practice opportunities for explicit teaching and teacher-directed feedback (for typically progressing readers and more for struggling readers)? | X | X | X | X | X | X | X | 1 | More for the EL - there are continual "If...Then" statements for EL learners. Also provides differentiated instruction and leveled readers. |
| 17. Does the program provide clear guidance for the teacher to document student progress and inform instruction? | X | X | X | X | X | X | X | 1 | This series has a benchmark assessment at the beginning of each unit. It clearly states if students are performing at certain levels, what to do in vocabulary, comprehension and fluency. |
| 18. Does instruction make a clear connection <i>among</i> all five components? | X | X | X | X | X | X | X | 1 | It does integrate the components. |
| 19. Is scaffolding a prominent part of the lessons? | X | X | X | X | X | X | X | 1 | |
| 20. Are instructions for scaffolding specific within each lesson? | X | X | X | X | X | X | X | 1 | |
| 21. Are teachers encouraged to give immediate, specific feedback (corrective or positive)? | X | X | X | X | X | X | X | 1 | |
| 22. Is differentiated instruction prominent? | X | X | X | X | X | X | X | 1 | It is part of each lesson. There are differentiated instruction pages at the beginning of each lesson. It gives each level (Approaching, On, English, and Above) and activities to do with each under these categories: Word Structure, Vocabulary, Fluency, Comprehension, Grammar/Usage/Mechanics, Writing and Spelling. |
| 23. Is instruction differentiated based on | X | X | X | X | X | X | X | 1 | Each unit begins with a benchmark to find |

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| assessment? | | | | | | | | | instructional level. (Lacking observational assessments as well that assists the instruction.) |
| 24. Are directions for differentiating instruction specific? | X | X | X | X | X | X | X | 1 | |
| 25. Is small-group instruction (small teacher-pupil ratio) part of daily instruction? | X | X | X | X | X | X | X | 1 | |
| 26. Are there guidelines for forming flexible groups based on student progress? | X | X | X | X | X | X | X | 0 | Does not state guidelines in teacher's edition |
| 27. Are enrichment activities included for advanced students? | X | X | X | X | X | X | X | 1 | Part of the daily differentiation. |
| 28. Does the program provide instruction for English Learners? | X | X | X | X | X | X | X | 1 | Part of the daily differentiation. |
| 29. Does the program specify for whom it is appropriate (e.g., students on or above grade level, students slightly behind their peers, students more than one grade level behind their peers)? | X | X | X | X | X | X | X | 1 | Opportunities are available for differentiated instruction |
| 30. Does the program specify who should provide instruction for accurate implementation (e.g., special education teacher, general education teacher, paraprofessional, or volunteer)? | X | X | X | X | X | X | X | 1 | Assumption is made that it's the teacher. |
| 31. Does the program specify the instructional setting (e.g., general education classroom, computer lab, or resource room)? | X | X | X | X | X | X | X | 1 | Specifies areas of a room, but not specifically what room |
| TOTAL | | | | | | | | 39 | |

| PHONICS (P) | K | 1 | 2 | 3 | 4 | 5 | 6 | Score | Comments (examples, strengths, concerns, questions) |
|--|----------|----------|----------|----------|----------|----------|----------|--------------|---|
| 1. Is phonics instruction explicit ? | X | X | X | X | X | X | X | 1 | |
| 2. Is phonics instruction systematic ? | X | X | X | X | X | X | X | 1 | |
| 3. Does phonics instruction include coordinated instructional sequences and routines ? | X | X | X | X | X | X | X | 1 | |
| 4. Is phonics instruction scaffolded ? | X | X | X | X | X | X | X | 1 | |
| 5. Does phonics instruction include cumulative review ? | X | X | X | X | X | X | X | 1 | |
| 6. Are assessments included to | X | X | X | X | X | X | X | 1 | |

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| measure and monitor progress in phonics? | | | | | | | | | |
| 7. Are symbol to sound (decoding) and sound to symbol (spelling) taught explicitly? | X | X | X | X | X | X | X | 1 | |
| 8. Is spelling taught during word learning so students can understand how sounds map onto print? | X | X | X | X | X | X | X | 1 | |
| 9. Does instruction progress from simple to more complex concepts (e.g., CVC words before CCCVCC words and single syllable words before multisyllabic words)? | X | X | X | X | X | X | X | 1 | |
| 10. Are reviews of previously taught concepts and words frequent and cumulative? | X | X | X | X | X | X | X | 1 | |
| 11. Is emphasis placed on fluency practice for each phonics component (e.g., sound identification, CVC blending, word recognition, multisyllabic words, and text reading)? | X | X | X | X | X | X | X | 1 | |
| 12. Are students taught the strategy of chunking when trying to decode multisyllabic words? | | X | X | X | X | X | X | 1 | |
| 13. Does the program provide teacher modeling of a think-aloud strategy to aid in multisyllabic word analysis? | | X | X | X | X | X | X | 1 | |
| 14. Are students taught strategies to read multisyllabic words by using prefixes, suffixes, and known word parts? | | X | X | X | X | X | X | 1 | |
| 15. Is instruction explicit in the use of syllable types (e.g., open, closed, vowel-consonant-e, vowel combinations, r-controlled, and consonant-le)? | | X | X | X | X | X | X | 1 | |
| 16. Is a section of the program devoted to advanced phonics (structural analysis) skills? | | | X | X | X | X | X | 1 | |
| 17. Are advanced phonics skills taught explicitly, first in isolation and then in words and connected texts? | | | X | X | X | X | X | 1 | |
| 18. Does the program include spelling strategies (e.g., word sorts, categorization activities, word-building activities, and word analogies)? | | X | X | X | X | X | X | 1 | |

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| 19. Is instruction in the meaning of roots and affixes explicit and do students analyze the relationship of spelling to meaning of complex words? | | | | X | X | X | X | 1 | |
| 20. Are word parts that occur with high frequency (e.g., un-, re-, in-, and -ful) taught rather than those that occur only in a few words? | | X | X | X | X | X | X | 1 | |
| 21. Are there activities for distinguishing and interpreting words with multiple meanings? | | X | X | X | X | X | X | 1 | |
| 22. Once advanced phonics strategies have been mastered, are they immediately applied to reading and interpreting familiar and unfamiliar connected texts? | | X | X | X | X | X | X | 1 | |
| 23. Are words used in advanced phonics activities also found in student texts? | | X | X | X | X | X | X | 1 | |
| TOTAL | | | | | | | | 23 | |

| FLUENCY (F) | K | 1 | 2 | 3 | 4 | 5 | 6 | Score | Comments (examples, strengths, concerns, questions) |
|---|----------|----------|----------|----------|----------|----------|----------|--------------|---|
| 1. Is fluency instruction explicit ? | X | X | X | X | X | X | X | 1 | It is modeled in group reading. |
| 2. Is fluency instruction systematic ? | X | X | X | X | X | X | X | 1 | |
| 3. Does fluency instruction include coordinated instructional sequences and routines ? | X | X | X | X | X | X | X | 1 | |
| 4. Is fluency instruction scaffolded ? | X | X | X | X | X | X | X | 1 | |
| 5. Does fluency instruction include cumulative review ? | X | X | X | X | X | X | X | 1 | |
| 6. Are assessments included to measure and monitor progress in fluency? | X | X | X | X | X | X | X | 1 | |
| 7. Does the program address all dimensions of fluency (speed, accuracy, and prosody)? | X | X | X | X | X | X | X | 1 | |
| 8. Does the program encourage the teacher to model speed, accuracy, and prosody? | X | X | X | X | X | X | X | 1 | In the read aloud that begins each unit it is very explicit. |
| 9. Does fluency practice during letter-sound study and text reading involve the teacher's providing feedback to | X | X | X | X | X | X | X | 1 | |

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| students? | | | | | | | | | |
| 10. Is fluency instruction integrated into each day's lesson? | X | X | X | X | X | X | X | 2 | It is part of the daily differentiated lesson plans. |
| 11. Is the decoding strategy taught so that it becomes automatic? | X | X | X | X | X | X | X | 1 | |
| 12. Are irregular words taught to be recognized automatically? | X | X | X | X | X | X | X | 1 | |
| 13. Is there an emphasis on reading multisyllabic words fluently? | | X | X | X | X | X | X | 1 | |
| 14. Are research-based fluency strategies (e.g., timed readings, peer reading, and repeated readings) included? | | X | X | X | X | X | X | 1 | |
| 15. Is fluency practice introduced after students are proficient at reading words accurately (e.g., in lists, sentences, and passages)? | | X | X | X | X | X | X | 1 | |
| 16. Does fluency practice involve decodable texts (texts that include phonic elements and word types students have previously been taught)? | | X | X | X | X | X | X | 1 | The series provides leveled readers for fluency. |
| 17. Are both narrative and expository texts provided for students to read aloud? | | X | X | X | X | X | X | 2 | Leveled texts - appears to have a lot of expository texts |
| 18. Are teacher prompts included to encourage students to read aloud in order to determine skills application and accuracy? | | X | X | X | X | X | X | 1 | |
| 19. After error correction, are students asked to reread the word, word list, or sentence correctly and then to reread it from the beginning? | X | X | X | X | X | X | X | 1 | |
| 20. Are students given ample practice opportunities to use text at their independent or instructional level to help build fluency? | | X | X | X | X | X | X | 1 | It is part of the daily differentiated plan and there are e-resources available to help build fluency. There are materials and opportunities provided to give this practice |
| 21. Is the number of texts at each level sufficient to provide adequate practice opportunities? | | X | X | X | X | X | X | 1 | The texts are available at each level. (Approaching, On, English, and Above.) |
| 22. Does the program clearly show the teacher how to determine independent, instructional, and frustrational reading levels for individual students? | | X | X | X | X | X | X | 1 | States it should be at 90% or higher and gives instructions on how to find the fluency rate. |

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| 23. Is there a guide to help teachers calculate fluency rate? | | X | X | X | X | X | X | 1 | There is a fluency assessment for each lesson and on the actual assessment paper it tells how to calculate fluency. |
| 24. Do students have opportunities to time themselves and graph results after rereading the same text? | | | X | X | X | X | X | 1 | Program "encourages" students to chart fluency growth. |
| 25. Are there directions for how to pair students for partner reading? | | X | X | X | X | X | X | 1 | |
| 26. Are students taught a specific error correction to use when reading with a partner? | | X | X | X | X | X | X | 1 | |
| 27. Is there continuous progress monitoring of oral reading fluency? | | X | X | X | X | X | X | 1 | There is an oral reading fluency assessment for each lesson, as well as leveled readers and efluency readers. |
| 28. Is an end-of-the-year fluency goal of correct words per minute given for each grade? | | X | X | X | X | X | X | 1 | Available in fluency appendix. |
| TOTAL | | | | | | | | 30 | |

| VOCABULARY (V) | K | 1 | 2 | 3 | 4 | 5 | 6 | Score | Comments (examples, strengths, concerns, questions) |
|---|----------|----------|----------|----------|----------|----------|----------|--------------|---|
| 1. Is vocabulary instruction explicit ? | X | X | X | X | X | X | X | 1 | |
| 2. Is vocabulary instruction systematic ? | X | X | X | X | X | X | X | 1 | |
| 3. Does vocabulary instruction include coordinated instructional sequences and routines ? | X | X | X | X | X | X | X | 1 | |
| 4. Is vocabulary instruction scaffolded ? | X | X | X | X | X | X | X | 1 | |
| 5. Does vocabulary instruction include cumulative review ? | X | X | X | X | X | X | X | 1 | |
| 6. Are assessments included to measure and monitor progress in vocabulary ? | X | X | X | X | X | X | X | 1 | |
| 7. Is emphasis placed on listening and speaking vocabulary? | X | X | X | X | X | X | X | 1 | |
| 8. Is there emphasis on reading and writing vocabulary? | X | X | X | X | X | X | X | 1 | Students are encouraged to use their Writer's Notebook and record vocabulary and definitions. |
| 9. Are students exposed to diverse vocabulary through listening to or reading narrative and expository texts? | X | X | X | X | X | X | X | 1 | |
| 10. Does the program include frequent | X | X | X | X | X | X | X | 1 | In the Read Aloud at the beginning of each unit. |

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| use of teacher read-alouds using higher level books with explanation and instruction of key vocabulary? | | | | | | | | | |
| 11. Does the program include a variety of texts that allow students ample opportunities to engage in wide reading at their independent levels? | | X | X | X | X | X | X | 1 | There are many leveled readers. |
| 12. Does vocabulary instruction occur before, during, and after reading? | X | X | X | X | X | X | X | 1 | |
| 13. Are a limited number of words selected for robust, explicit vocabulary instruction? | X | X | X | X | X | X | X | 1 | |
| 14. Are important, useful, and difficult words taught? | X | X | X | X | X | X | X | 1 | |
| 15. Does the instructional routine for vocabulary include: | | | | | | | | | |
| Introducing the word? | X | X | X | X | X | X | X | 1 | A routine is clearly established and used in each lesson. |
| Presenting a student-friendly explanation? | X | X | X | X | X | X | X | 1 | There is a Transparency for each lesson that defines each vocabulary word in a student-friendly way, plus there is a warm-up where all the words are used in context in a short passage. |
| Clarifying the word with examples? | X | X | X | X | X | X | X | 1 | |
| Checking students' understanding? | X | X | X | X | X | X | X | 1 | |
| 16. Are ample opportunities provided to engage in oral vocabulary activities that: | | | | | | | | | |
| Repeat exposure to words in rich and multiple contexts? | X | X | X | X | X | X | X | 1 | |
| Use everyday language to explain word meanings? | X | X | X | X | X | X | X | 1 | The definitions are everyday language. |
| Connect word meanings to prior knowledge? | X | X | X | X | X | X | X | 1 | |
| 17. Are students given multiple opportunities to use new words in reading sentences, paragraphs, or longer texts? | X | X | X | X | X | X | X | 1 | Provided in the text and in the Warm-up. |
| 18. Is extended instruction provided in multiple contexts to promote word awareness using word banks, vocabulary logs, writing, semantic maps, concept definition mapping, and word classification? | X | X | X | X | X | X | X | 1 | |
| 19. Are strategies taught over time to ensure understanding and correct | X | X | X | X | X | X | X | 1 | |

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| application? | | | | | | | | | |
| 20. Are meanings of prefixes, roots, and suffixes taught before connecting them to words? | | X | X | X | X | X | X | 1 | |
| 21. Is a strategy to determine word meanings based on meanings of prefixes, roots, and suffixes taught? | | X | X | X | X | X | X | 1 | |
| 22. Are various aspects of word study included (either under vocabulary or word recognition) such as: | | | | | | | | | |
| Concepts of word meaning? | X | X | X | X | X | X | X | 1 | |
| Multiple meanings? | X | X | X | X | X | X | X | 1 | |
| Synonyms? | X | X | X | X | X | X | X | 1 | |
| Antonyms? | X | X | X | X | X | X | X | 1 | |
| Homonyms? | | X | X | X | X | X | X | 1 | |
| Figurative meanings? | | X | X | X | X | X | X | 1 | |
| Morphemic analysis? | | | X | X | X | X | X | 1 | |
| Etymologies? | | | | X | X | X | X | 1 | |
| 23. Is dictionary use explicitly taught using grade-appropriate dictionaries? | | X | X | X | X | X | X | 1 | Only as a support when other strategies aren't successful. |
| 24. Is the use of context to gain the meaning of an unfamiliar word kept to a minimum? | X | X | X | X | X | X | X | 1 | Context clues are an important part of this instruction. |
| 25. Is computer technology used to help teach vocabulary? | X | X | X | X | X | X | X | 1 | |
| TOTAL | | | | | | | | 37 | |

| COMPREHENSION (C) | K | 1 | 2 | 3 | 4 | 5 | 6 | Score | Comments (examples, strengths, concerns, questions) |
|---|----------|----------|----------|----------|----------|----------|----------|--------------|---|
| 1. Is comprehension instruction explicit? | X | X | X | X | X | X | X | 1 | |
| 2. Is comprehension instruction systematic? | X | X | X | X | X | X | X | 1 | |
| 3. Does comprehension instruction include coordinated instructional sequences and routines? | X | X | X | X | X | X | X | 1 | |

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| 4. Is comprehension instruction scaffolded? | X | X | X | X | X | X | X | 1 | |
| 5. Does comprehension instruction include cumulative review? | X | X | X | X | X | X | X | 1 | |
| 6. Are assessments included to measure and monitor progress in comprehension? | X | X | X | X | X | X | X | 1 | In every lesson there is a Comprehension Observation Log that the teacher can record anecdotal information about each student's strengths and weaknesses. |
| 7. Is learning to determine which strategy to use and why (metacognition) part of instruction? | X | X | X | X | X | X | X | 1 | |
| 8. When a strategy is taught, is it applied frequently so students understand its usefulness? | X | X | X | X | X | X | X | 1 | |
| 9. Are students asked to apply previously learned strategies to new texts? | | X | X | X | X | X | X | 1 | |
| 10. Is appropriate text provided for students to practice applying strategies? | | X | X | X | X | X | X | 1 | |
| 11. Does program instruction enable students to establish and adjust purposes for reading (e.g., reading to understand, interpret, inform, to enjoy, and to solve problems)? | X | X | X | X | X | X | X | 1 | |
| 12. Does instruction support the use of multiple, coordinated comprehension strategies? | X | X | X | X | X | X | X | 1 | |
| 13. Are guided and supported cooperative learning groups suggested as an instructional technique? | X | X | X | X | X | X | X | 1 | |
| 14. Does instruction begin with the use of short passages? | X | X | X | X | X | X | X | 1 | Each unit begins with a short read aloud passage, each lesson begins with a short warm up that is vocabulary related. |
| 15. Does instruction emphasize that students have a conceptual understanding of beginning, middle, and end? | X | X | X | X | X | X | X | 1 | |
| 16. Does the program provide prompts for the teacher to guide the students through texts using think-alouds? | X | X | X | X | X | X | X | 1 | Uses the term "Modeling" instead of think aloud. |
| 17. Are models of effective questioning techniques (e.g., Bloom's taxonomy) provided to guide and monitor students' comprehension? | X | X | X | X | X | X | X | 1 | |
| 18. Are there ample opportunities for | X | X | X | X | X | X | X | 1 | Students hear one another read, but not with |

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| students to listen to narrative and expository text? | | | | | | | | | specific teacher read alouds. |
| 19. Is instruction in narrative and expository text structures explicit? | X | X | X | X | X | X | X | 1 | |
| 20. Are there ample opportunities for students to read narrative and expository texts at independent and instructional levels? | | X | X | X | X | X | X | 1 | This series provides many leveled readers both narrative and expository. |
| 21. Is there a variety of narrative and expository books at the appropriate readability level for student practice? | | X | X | X | X | X | X | 1 | |
| 22. Do texts contain useful and familiar concepts and vocabulary? | X | X | X | X | X | X | X | 1 | |
| 23. Are there instructional routines for comprehension strategies for use before, during, and after reading (e.g., prediction, story grammar, summarization, graphic organizers)? | X | X | X | X | X | X | X | 1 | |
| 24. Is the "main idea" strategy taught systematically (e.g., using pictures, then individual sentences, then paragraphs, etc.)? | X | X | X | X | X | X | X | 1 | |
| 25. Once students have grasped the concept of "main idea," are more complex texts used in which the main idea is not explicit? | | X | X | X | X | X | X | 1 | |
| 26. Are elements of story grammar (e.g., setting, characters, important events, etc.) taught and used for retelling a story? | X | X | X | X | X | X | X | 1 | |
| 27. Does instruction focus on discussion story grammar and comparing stories? | X | X | X | X | X | X | X | 1 | |
| 28. Is story grammar introduced systematically, beginning with simple text that gradually becomes more complex? | X | X | X | X | X | X | X | 1 | |
| 29. Are students taught to use graphic organizers to illustrate relationships among concepts in text (e.g., story maps, Venn diagrams, and semantic maps)? | X | X | X | X | X | X | X | 1 | |
| 30. Are conventions of expository text (e.g., chapter headings, charts, and graphs) taught? | | X | X | X | X | X | X | 1 | |
| 31. Are explicit strategies for interpreting information from charts, graphs, tables, and diagrams taught? | X | X | X | X | X | X | X | 1 | |

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| 32. After instruction, is there systematic review of: | | | | | | | | | |
| Literal comprehension? | X | X | X | X | X | X | X | 1 | |
| Retelling? | X | X | X | X | X | X | X | 1 | |
| Main idea? | X | X | X | X | X | X | X | 1 | |
| Summarization? | X | X | X | X | X | X | X | 1 | |
| 33. Does the program provide instruction for students to become self-directed in using comprehension strategies (e.g., rereading, paraphrasing, making explicit connections from text to prior knowledge, underlining and note-taking, and visualizing relationships and events in the text)? | | X | X | X | X | X | X | 1 | |
| TOTAL | | | | | | | | | 36 |

| STANDARDS ALIGNMENT | K | 1 | 2 | 3 | 4 | 5 | 6 | Score | Comments (examples, strengths, concerns, questions) |
|--|----------|----------|----------|----------|----------|----------|----------|--------------|---|
| 1. Is clear alignment provided to the Common Core State Standards? | X | X | X | X | X | X | X | 2 | Each lesson has a separate chart with the CC clearly stated. |
| 2. Is clear alignment provided to the Indiana Academic Standards? | | | X | X | X | X | X | 1 | |
| TOTAL | | | | | | | | 3 | |

| MOTIVATION AND ENGAGEMENT (M&E) | K | 1 | 2 | 3 | 4 | 5 | 6 | Score | Comments (examples, strengths, concerns, questions) |
|---|----------|----------|----------|----------|----------|----------|----------|--------------|---|
| Does the program direct the teacher in ways to increase student motivation such as: | | | | | | | | | |
| 1. Making reading relevant to students' lives? | X | X | X | X | X | X | X | 1 | |
| 2. Providing meaningful goals for learning from texts? | X | X | X | X | X | X | X | 1 | |
| 3. Making available a variety of choices (e.g., texts and assignments) that align with instruction? | X | X | X | X | X | X | X | 1 | |

| | | | | | | | | | |
|--|---|---|---|---|---|---|---|----------|---|
| 4. Providing opportunities for students to work collaboratively? | X | X | X | X | X | X | X | 1 | Found in the differentiated lesson plans. |
| TOTAL | | | | | | | | 4 | |

| ASSESSMENT (A) | K | 1 | 2 | 3 | 4 | 5 | 6 | Score | Comments (examples, strengths, concerns, questions) |
|---|----------|----------|----------|----------|----------|----------|----------|--------------|---|
| 1. Are assessments included that teachers can use to guide student movement through the program (e.g., screening, progress monitoring, diagnostic, and outcome measures)? | X | X | X | X | X | X | X | 1 | |
| 2. Does the program provide teacher guidance in using assessment results to differentiate instruction? | X | X | X | X | X | X | X | 1 | |
| 3. Do the assessments identify students who are at risk or already experiencing difficulty learning to read? | X | X | X | X | X | X | X | 1 | |
| TOTAL | | | | | | | | 3 | |

| PROFESSIONAL DEVELOPMENT (PD) | K | 1 | 2 | 3 | 4 | 5 | 6 | Score | Comments (examples, strengths, concerns, questions) |
|---|----------|----------|----------|----------|----------|----------|----------|--------------|--|
| 1. Is adequate time offered for teachers to learn new concepts and practice what they have learned? | X | X | X | X | X | X | X | 1 | |
| 2. Is there a plan for coaches, mentors, peers, or outside experts to provide feedback to teachers and follow-up assistance as they put new concepts into practice? | X | X | X | X | X | X | X | 1 | States that initial and follow up sessions are provided at no additional charge. |
| 3. Are teachers taught how to administer and interpret assessments that accompany the program? | X | X | X | X | X | X | X | 1 | |
| 4. Is program PD customized to meet participants' varying needs (e.g., first-year teachers, coaches, and principals)? | X | X | X | X | X | X | X | 1 | Yes, throughout duration of the adoption . |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|----------|--|
| 5. Does the PD provide support (e.g., principal checklists, follow-up, in-class modeling, and a CD for viewing model lessons) to facilitate application of content? | X | X | X | X | X | X | X | 1 | |
| TOTAL | | | | | | | | 5 | |